

Monday, November 25, 1985

DOUGLAS COLLEGE
ARCHIVES

MESSIAH

A choir of 80 voices rises up to sing while four soloists provide inspiration, an 18-piece concertina offers light musical textures and five instrumentalists complete the harmonies for one of the most famous pieces of music on earth.

When the Douglas College Choral Society presents Handel's "Messiah" on December 7 and 8, it will be "one of the biggest undertakings we've ever attempted," says director Tatsuo Hoshina.

"The work includes 16 very difficult choruses, and the choral society has been preparing for this concert since April," Hoshina says. "We shall be doing a very transparent version, as close to the original as possible."

Messiah is probably the single most famous oratorio of George Frederick Handel during the baroque age. Originally performed for charity in Dublin, the work was once played by small scale ensembles and by 18th and 19th Century choirs of up to 1,000 voices.

The 80-voice Douglas College Chorale Society will be complemented in this presentation with four well known lower mainland soloists, and a small orchestra of 21 members.

Audrey Leonard-Borschel, a recent recipient of a Doctorate in Musical Art from U.B.C., shall sing soprano; Ann Golden-Fisher from Montreal sings alto; Lars Kaario, another U.B.C. graduate, will perform tenor; and William Kelly of West Vancouver will provide the bass.

- more -

IN THE HAT:

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Messiah Covers all Phases of the Life of Christ

The concertina will consist of Morag Nothey, a Douglas College student, on cello; Fraser Smith from Richmond on double bass; Lydia Wagner, a former Douglas College student, on harpsichord; and Ulo Valdma, with the Douglas College Conservatory of Music, on the organ.

In historical terms, an interesting part of Messiah is the fact that Handel's librettist, the theologian Charles Jennens did not write the story as a complete narrative. Instead, this masterpiece covers all phases of the life of Christ from his birth, to the suffering and his death, and the resurrection.

And since King George stood during the singing of the "Hallelujah" chorus during one of the earliest performances of Messiah, it has been customary for all members of the audience to rise for this portion of the work.

The Douglas College Chorale Society's presentation of this most famous of Christmas traditionals will take place Saturday and Sunday, December 7 and 8 at 7:30 P.M. at the Douglas College Performing Arts Theatre, fourth floor.

Admission for either of these concerts is \$8 regular, or \$5 for students and seniors. Tickets are available at the English & Music Office, Room #3308.

The Horror Show

Interested in viewing some very scary artwork and possibly raising a few hairs?

The Horror Show, a multimedia art display whose pieces coincide with the Douglas College Theatre Presentation, "The Curse of the Werewolf", will be featured in the Performance Theatre Foyer during the run of this musical comedy. Also presented will be the artwork of Leslie Poole in the Douglas College Library.

The Horror Show may be seen in the day or evening from Friday, November 22 through to Sunday, December 1.

\$ \$ \$ \$ \$

Upcoming Events

From the Humanities Institute:
(Film Series)

Holistic Health: The New Medicine, with a commentary by Valerie MacBean, a Douglas College psychology instructor.

Thursday, November 28, 1985

1230 - 1400 hours & 2000 - 2200 hours

Room 2203

\$ \$ \$ \$ \$

Noon at New West

Thursday, December 5, 1985

1230 hours

Performance Theatre

\$ \$ \$ \$ \$

Concert of Carols and Christmas Songs

Featuring:

Douglas College Childrens' Choir
Douglas College Community Choir
Douglas College Concert Choir

Conductors:

Diane Loomer (Community & Childrens' Choir)
Tatsuo Hoshina (Concert Choir)

Free Admission

Wednesday, December 11, 1985
8:00 P.M.

Douglas College Performance Theatre

\$ \$ \$ \$ \$

Christmas Craft Market

Burnaby Arts Centre
6450 Gilpin St. at Canada Way

December 6, 7, 8 and 13, 14, 15, 1985

Friday, 3 - 9 P.M.

Saturday and Sunday 11 A.M. to 5 P.M.

Free Admission

Information: 298-7322

\$ \$ \$ \$ \$

Nature of Things Schedule

The 26th season of **The Nature of Things** with **David Suzuki** began on October 9 at 8:00 P.M. EDT (8:30 NDT) on CBC Television. Listed below are short outlines of the first half of the season. This schedule is subject to change -- please check your local listings to confirm the program schedule.

Ducks in Danger*

Wed., Nov. 27/85

This program investigates recent efforts by hunters to insure a safe environment for their prey. These efforts may be well intentioned and well-financed, but Ducks in Danger* documents a severe decline in North American duck populations and asks what must we do -- or not do -- to save the duck.

Leprosy*

Wed., Dec. 4/85

An update on an ancient disease that still afflicts millions around the world, including North Americans. Progress continues, especially in educational programs designed to aid early diagnosis to stop the disease before it deforms its victims.

High Spirits

Wed., Dec. 11/85

The gift of god, the devil's brew, the water of life -- Alcohol has wound its way through human history. High Spirits investigates new research into the very different ways that each individual's body handles alcohol.

A Paleontologist's Pot of Gold

Wed., Dec. 11/85

The story of life that, a half billion years ago, inhabited the warm shallow sea that is now the Canadian Rockies.

Straight As An Arrow

Wed., Dec. 11/85

Looks at the physics of archery -- and the not so straight path of an arrow.

(continued)

Professor Bonner and the Slime Moulds

Wed., Dec. 18/85

Scoop up a handful of soil from anywhere in the world and in it will be some of nature's most remarkable animals -- the strange, but beautiful slime moulds. Professor John Tyler Bonner's studies of the slime moulds have unveiled clues to some of biology's greatest mysteries. Aided by spectacular microphotography, Professor Bonner introduces viewers to the wonders of slime mould.

*Indicates working title only

EXPO '86 Passes

EXPO '86 Season Pass vouchers and 3-Day passes arrived last week in the Personnel Department.

As these passes do not indicate names, they are similar to cash. We are therefore asking that employees who have purchased tickets through Douglas College pick these up personally, and sign for the tickets you receive.

They may be picked up in the Personnel Dept., Room 4710, Monday to Friday, 8:30 A.M. to 4:30 P.M.

Barbara Schwitek
Personnel Department

For Sale

Datsun 510, 1973

Does not run like a dream

Asking \$400.00

Contact Val MacBean
Social Sciences Dept.
Local 3448

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New Westminster Food Bank

All College Personnel

This is a reminder that the BCGEU has two food bank donation boxes on campus.

The boxes are located as follows:

- 2300 General Office - Community Programs & Services
- 2600 Nursing Curriculum Field Base

The food banks are always in need of donations. Please bring in non-perishable goods to help support the New Westminster Food Bank.

Thank you for your assistance.

Barbara Edwards

Carribean Opportunities

The ACCC is recruiting ten curriculum consultants to work on short term assignments in Barbados. These assignments will require that the Curriculum Consultants train and work with Carribean module writers to produce curriculum packages. These assignments will require the presence of the consultants in Barbados for three ten day periods and one five day period between January 1986 and March 1988.

The requirements are for two groups of consultants. The first group needs expertise in Biology, Chemistry, Physics, Integrated Science and Agricultural Science. CV's must be submitted by December 6, 1985. The second group will have a later application date and requires expertise in Woods, Metals, Electricity, Technical Drawing and Office Procedures.

For further information contact Gordan Gilgan.

Donation Anyone?

The Library needs a copy of NIBBLE v.6 #1 for binding. If anyone is willing to donate their copy, please send it to Theresa Kenkel - Technical Services.

Thank you.

First Aid Locals

Please note the changes of First Aid Locals.

New locals are: 6060
7070

Anyone who has not yet received a new sticker with the new first aid locals please contact the Switchboard.

Pat Thomasson

All College Employees

INTERLOCK is our employee assistance program at Douglas College. The program provides free, confidential and voluntary assistance for you and your family to help resolve difficulties that affect your personal life or ability to work. This includes marriage or family problems, financial or legal problems, emotional distress, or problems caused by alcohol or drug abuse.

Effective immediately, our new Interlock Counsellor/Co-ordinator is Diana Stevan, MSW. She may be contacted at 293-1871.

B.C. Provincial Museum Travelling Exhibit

From rocky coasts to sandy beaches, you can learn about the Seashore Plants of British Columbia by visiting the B.C. Provincial Museum display in the Display Room 3717 near the Psychology lab.

The exhibit includes 20 free standing panels with magnificent photographs of the various seashore habitats and the various plants found in each habitat type. Learn why land plants are unable to grow in the sea and what special adaptations are necessary for plants to live in the seashore environments.

The exhibit will be on display until December 31, 1985.

For further information about the exhibit, contact Val Schaefer at local 3904 or Adrienne Peacock at local 3907.

Athletic Update

Outdoor Recreation

There is a possibility of an arrangement between Douglas College and S.F.U. which will permit Douglas College staff, students and faculty to enroll in the S.F.U. Outdoor Recreation Centre courses at the S.F.U. discount rate. If enough interest is expressed in these types of courses, we will begin with registration in Room 1317.

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Men's Basketball

Steve Beauchamp's Royal (without Steve - he's in Anaheim, California) defeated the Meralamas in overtime 104 - 93. High scorers for Douglas were Brian Brown - 17 points and Rick Mesich with 12 points.

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Men's Hockey

The Douglas College Hockey team defeated C.B.I. 13 - 2 last Saturday at Port Moody. High scorers for the team were Harold Mainman with four goals and Don Woodley with four goals. The team hasn't lost a game to date and their toughest games will be against Cariboo College on November 23 at 8:00 P.M. and November 24 at 10:30 A.M. at Port Moody.

This will be the first year that this hockey team has had a coach and what a difference that small addition makes!

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Women's Volleyball

The women's volleyball team competed in a tournament at Trinity Western this past weekend losing to T.W.U. and a Sr. Women's team while defeating Royal Roads. Coach Loretta Zavarise is having a tough first year with injuries and new players but the team is working hard to stay together. That's what is known as a winning attitude!

Betty Lou Hayes

On Thursday, November 28 from 1000 hours to 1600 hours the products of the 10-month **Musical Instrument Construction Program** will be on display in the main entrance to the **library**. There will be approximately 12 to 15 instruments to view including a lut, hammered dulcimer and many guitars.

The students who have made these instruments will be on hand to answer questions as well as demonstrate their creations. The display will also include types of wood and tools used in this craft. Be sure to mark the date on your calendar to see and hear some of these masterpieces created in the College.

Jim Sator



RECENT AUDIO VISUAL ACQUISITIONS

God is Not a Fish Inspector:

16mm film, 29 mins.

From the short story by W.D. Valgardson. Set around Lake Winnipeg in an Icelandic community, an old fisherman denied his quota by the government, fishes illegally. He tries desperately to keep a step ahead of the fish inspector, a nagging daughter and the consequences of old age.

Living and Working with Schizophrenia:

½" VHS, 39 mins.

This program was initiated by the Clarke Institute of Psychiatry. It discusses the causes and treatment of schizophrenia and provides information about the types of assistance available to patients and their families, e.g. medical, monetary, and community-based support groups.

Planet for the Taking: ½" VHS - 8 part series, 1 hour each.

Program 1: Human Nature

Shot in Botswana, Tanzania, Kenya and the United States, it provides a spectacular look at the origins of our species. Program 1 examines our common biological links with other life forms, and the evolutionary process that gave us the tools to dominate the entire planet. With commentary by renowned anthropologist Mary Leakey.

Program 2: Myth Makers

What do masks, festivals, campfire stories and mathematical equations have to do with modern science? Filmed on three continents, "Myth Makers" uncovers the foundations of science - the activities that have helped form our ideas about human origins and human destiny.

Program 3: Subdue the Earth

The human species sees itself as supreme over all other forms of life in a relentless battle for survival. But perhaps peaceful co-existence is the natural order, and not "survival of the fittest." Through breathtaking footage and provocative narration, "Subdue the Earth" challenges our present understanding of nature and our own role in it.

DOUGLAS COLLEGE
ARCHIVES**Planet for the Taking (Cont'd)**Program 4: Who Needs Nature?

Trained seals, bullfights, experimental animals, pets - we exploit animals in many different ways, and yet we seem to have a real affection for them. This paradoxical relationship - the impulse to love, the desire to dominate animals - is explored in "Who Needs Nature?"

Program 5: The Ultimate Slavery

For thousands of years we have bred animals to serve human purposes, prizing them for specific traits. They have become slaves, controlled by human science and technology. "The Ultimate Slavery" asks whether we are being willingly domesticated by the same forces of science and technology.

Program 6: Improving on Nature

In most of the world, the birth and survival of each child still depends on nature. But in Western Society, science intervenes more and more in human reproduction. From the fertility trees of India to the test tube babies of Australia, "Improving on Nature" takes a fascinating look at the beginning of life and our latest techniques to control it.

Program 7: At War With Death

Unlike many other cultures, western civilization isolates itself from death, shutting it away in hospitals and funeral parlours. Is death the ultimate challenge for science to conquer, or a final reminder that our power to control nature has its limits?

Program 8: The Runaway Brain

We see the world as a pyramid of life forms, with us at the very top. There are now signs that this view is dangerously distorted, and is threatening our survival. "The Runaway Brain" asks: can we begin to see ourselves not as dominant but as just one part of the complex pattern of life on earth?

Responsible Assertion:

16mm Film, 28 mins.

Arthur Lange and Patricia Jakubowski define assertive behaviour and demonstrate, in a training workshop, the development of assertive skills.

MM:jrh
85-11-15

Date: November 20, 1985

To: To All College Personnel

From: Educational Planners

Re: Registration Orientations

The Educational Planners will once again be presenting Registration Orientations for new students who are planning to enter the College for the Spring 1986 semester. All sessions are free; preregistration is not required. Please note that these orientations are in addition to the Group Advising Sessions.

The **Registration Orientation** schedule is being sent to all new students and High School Counsellors. As well it is posted at the main entrance to Student Services, Room 2760. If further information is required please contact any one of the Educational Planners.

Lorraine Cotter	Local 2723
Georgina Davis	Local 2762
Amanda Harby	Local 2763
Linda Stieler	Local 2761

REGISTRATION ORIENTATIONS FOR THE DOUGLAS COLLEGE SPRING 1986 SEMESTER

Registration Orientations will include information on the following:

- timetabling
- filling out registration forms
- explanation of registration process

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All orientations start promptly at the times advertised and are approximately 1 hour in length. Sessions are held at the New Westminster campus.

Course and program planning services will not be available at these orientations. New students requiring academic advising and assistance with program planning must attend a Group Advising Session. The Group Advising Session schedule is available from Student Services at 520-5486, Room 2760.

Registration Orientation Schedule

Tuesday, December 10

1500 hours
Room 2803

Thursday, December 12

1700 hours
Room 3302

Friday, December 13

1030 hours
Room 2804

Friday, December 13

1500 hours
Room 2804

Monday, December 16

1500 hours
Room 2217

Tuesday, December 17

1500 hours
Room 2214

Wednesday, December 18

0845 hours
Room 2802

Thursday, December 19

1500 hours
Room 2802

Friday, December 20

1030 hours
Room 2802

Friday, December 20

1400 hours
Room 2802

Friday, December 27

1030 hours
Room 2804

Friday, December 27

1400 hours
Room 2804

Monday, December 30

1400 hours
Room 2804

Thursday, January 2

1400 hours
Room 2804

Friday, January 3

1030 hours
Room 2804

Friday, January 3

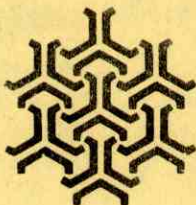
1400 hours
Room 2804

Monday, January 6

1030 hours
Room 2223

Monday, January 6

1400 hours
Room 2223



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IMPROVING QUALITATIVE CONDUCT: A TEACHER'S PERSPECTIVE

The teacher does not work in isolation from his students or from his colleagues. Neither does he work in isolation from the curriculum, the framework in which he works. The first prerequisite to great teaching is that the teacher must be "OK." This being the case, he may then improve his qualitative conduct as a teacher by developing effective relationships within the educational environment: for example, teacher-student relationships and teacher-colleague relationships.

Teacher-Student Relationships

A strong teacher-student relationship which is conducive to both student and teacher growth is based upon mutual respect, trust, and caring. The excellent teacher creates an atmosphere in which students learn. He builds a rapport with students; he values the student's world and is willing to learn from the student. He is not merely a dispenser of knowledge and the student a receptacle. He is human and should discover his students' humanness.

The first step in building a strong teacher-student relationship is *getting to know each other*. I always tell the student how I prefer to be addressed and request the same information. I have discovered that I involve the students in classroom activities in a more equitable manner when I know their names; they, in turn, are more enthusiastic about participating. To facilitate the learning of student names, I take Polaroid photographs of students in groups of five or six. Although students always question why I do such a "crazy thing," they are always pleased when addressed by name the following morning.

I ask students to provide me with personal information on a file card. In the first class session, the student is asked to provide his name, nickname, address, phone number, interests, successes, and failures. Students receive a phone call when absent from class and a card during the summer holidays just to say "hello."

I believe that freshmen, in groups of 10 or 12, should be assigned to interested faculty who would act as "faculty advisors" or mentors. The advisors would be encouraged to welcome incoming students by mail or telephone prior to their arrival at the college, to meet with them on their arrival, and to spend a full day with them during orientation week in an informal setting. The same faculty member would be available as a mentor to the students throughout their program.

I make efforts to socialize with my students. A reasonable objective is to meet with each student at least once a semester to discuss performance but also to get to know each as an individual. The information gathered in these informal meetings is recorded so that future meetings can be more personal. At the conclusion of each class period, I request one student to stay behind and compliment him on something he said or did and walk with him to the next class, if possible.

The second step in building a strong teacher-student relationship is *aiding the student in getting to know himself*—his strengths and weaknesses. Early in the school year I interact more with students to discuss their goals; I help them establish goals which are realistic given individual strengths, weaknesses, and resources. To aid in this process, I support pretesting to evaluate the likelihood of student success in my courses. Students who are identified as being academically or otherwise unprepared would be counselled into remedial courses. Regardless of pretesting activities, there is nothing to prevent me from making a recommendation to the student and the appropriate program coordinator that entry into my course be delayed until the student has an improved chance of success. Should the student insist on proceeding against my advice, at least he would not be likely to view his failure as an inherent, uncorrectable weakness, but a prediagnosed case of poor preparation—a problem which can be rectified through remediation.

When a student clearly demonstrates a need for counselling, rather than merely advising him to make an appointment with the counsellor or rather than making the appointment for him, I take him to the counsellor and offer to stay with him if he wishes. I ask the student to keep me informed about the outcome of counselling, to communicate to him that he is not being relinquished to another in an assembly-line manner, but that there is a continuing and genuine interest in his concerns.

But the teacher must not get so caught up in empathizing with the student that positive, high expectations are lost. Positive, high expectations must be communicated to the student as early as possible. I insist upon



student attendance and punctuality; I insist upon the highest quality work which each student is capable of achieving. I intervene on behavior which is not growth-enhancing.

In the classroom, I give students better directions about when it is appropriate to ask questions; and for my part, I work harder at improving my listening skills. I try to avoid the temptation to anticipate a student's question; I try to listen carefully and respond in a non-judgmental way, ask questions to which there may be more than one correct answer, and build upon a student's response if it is incorrect.

I use multisensorial approaches to learning. This may be accomplished through the use of audiovisual aids or real world models to engage the student in his own learning. I teach science and often have my students search for anatomical and physiological models in the environment. Students have amazing vision when encouraged to be creative. One proposed a model of a telephone line to explain spinal nerve pathways with the thalamus being a switchboard. Another student shot photographs of rolls of snow fencing to illustrate the histology of bone tissue. Still another student confided in me that she never eats steak anymore; she dissects it.

I am aware of the appropriateness of learning aids to my students. I endeavour to consider the readability level of textbooks and handouts to ensure that they do not represent barriers to student success.

Lastly, I always remain open to change. I encourage student feedback about my performance. It may be nothing more than a simple, "How did the class go?" to a few of the students, or it may involve a quick but simple evaluation using a questionnaire to assure anonymity. The main point is that constant feedback is essential throughout the progress of the course. Feedback only at the end of the course is too late.

Teacher-Colleague Relationships

The rewards of excellence in teaching are high, but so are the risks. There is a reluctance on the part of many teachers to strive for excellence in themselves and an aversion to acknowledging its existence in others. They are more intent upon dispensing condemnation, ridicule, and derision. Recently, I learned of one college's attempts to introduce an award for teaching excellence. The administration sought the approval of the rank-and-file before proceeding. The proposal was soundly defeated. The outcome was inevitable. The vast majority could not possibly be recipients in any given year, and, after all, an award of this kind could be granted to one individual only at the exclusion of the remainder. What was the message? Not that teachers do not enjoy being rewarded, but that acknowledgement of the excellent teachers exposes the shortcomings of the rest. The teacher who strives for excellence will build upon these shortcomings; the mediocre ones are merely offended at the assault on their egos, and what results is insecurity and suspicion. The potential for the development of antagonistic relationships is great. To preserve his relationship with his colleagues, the aspiring excellent teacher may be coerced by peer pressure to compromise on his commitment to excellence. But one should bear in mind that excellent teachers are innovators, and innovators are pioneers. As Peters and Waterman so aptly put it: "Pioneers get shot at."

The teacher who strives for excellence must remain optimistic and persistent. His optimism alone will do his critics the world of good. If modelling is important to student growth, it is equally important for the growth of our colleagues. Interestingly enough, I have discovered that those who are most apt to criticize an excellent teacher to his face are the same ones who are likely to uphold that same teacher to others. The real message is you're "OK," and I'm not "OK." Those who are not "OK" must be supported and aided in discovering the meaning of excellence and its rewards. To an extent, they suffer, like their students, from low self-esteem and learned helplessness, believing that changes in their behavior are unlikely to have an impact on the quality of their instruction. Thus, they see no way out of their "box" of mediocrity.

More effort must be made to involve others in the quest for excellence by sharing information about successful and unsuccessful educational experiences. They must also be complimented on their successes, particularly powerful from one's colleagues. Sharing experiences with colleagues creates a bond which brings people together. Shared goals cement that bond.

Frankfort Moore said that "there is no stronger bond of friendship than a mutual enemy." What a marvelous world education would be if that mutual enemy were mediocrity!

Bill Magill
Humber College

DOUGLAS COLLEGE

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For further information, contact the author at Humber College of Applied Arts and Technology, 205 Humber College Blvd., Rexdale, Ontario, CANADA M9W 5L7.

Suanne D. Roueche, Editor
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